



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 12541745
SAU: MSAD 60
School: Noble Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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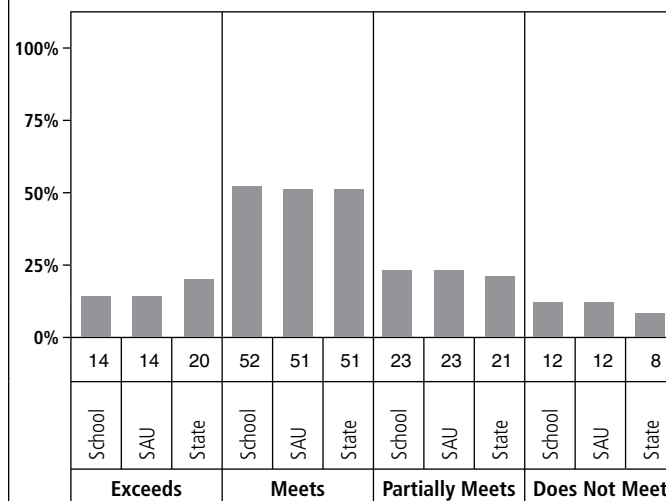
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

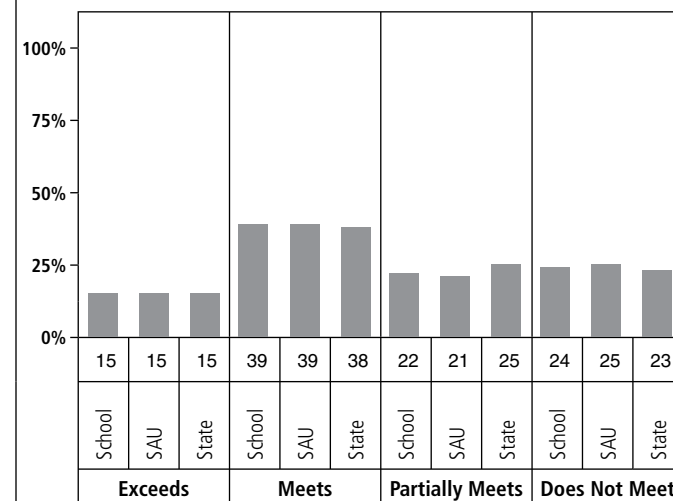
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	844	844	847
2007–2008	848	848	849
2008–2009	847	847	850
Cum. Avg.*	846	846	849
Mathematics			
2006–2007	845	845	842
2007–2008	844	844	841
2008–2009	843	842	843
Cum. Avg.*	844	844	842
Science			
2008–2009 **	846	845	846

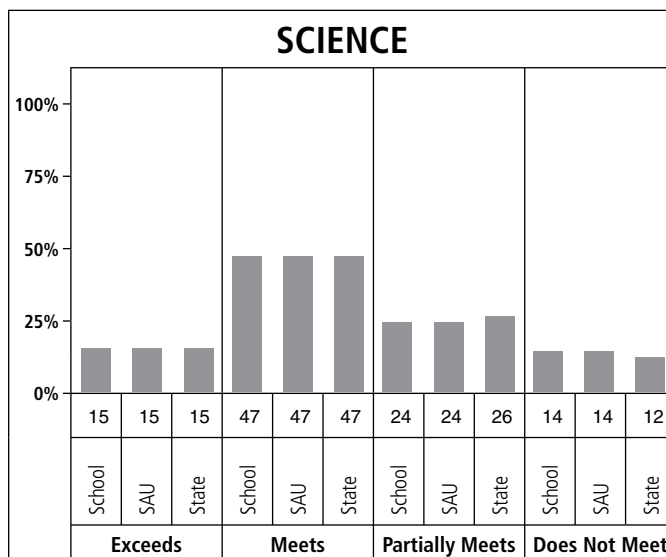
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	273	100	275	100	14804	100	270	99	272	99	14659	99	270	99	272	99	14653	99	270	99	272	99	14626	99
Ethnicity African American/Black	2	1	2	1	377	3	2	100	2	100	366	97	2	100	2	100	371	98	2	100	2	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	5	2	5	2	238	2	5	100	5	100	232	97	5	100	5	100	234	98	5	100	5	100	234	98
Hispanic	5	2	5	2	192	1	5	100	5	100	188	98	5	100	5	100	191	100	5	100	5	100	190	99
Caucasian/White	261	96	263	96	13878	94	258	99	260	99	13756	99	258	99	260	99	13742	99	258	99	260	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	48	18	50	18	2489	17	48	100	50	100	2434	99	48	100	50	100	2424	98	48	100	50	100	2418	98
Current LEP	2	1	2	1	349	2	2	100	2	100	331	95	2	100	2	100	342	98	2	100	2	100	338	97
Economically disadvantaged	85	31	86	31	5460	37	83	98	84	98	5380	99	83	98	84	98	5377	99	83	98	84	98	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	228	84	229	83	12132	82	227	83	228	83	12124	82	228	84	229	83	12169	82
Identified disability (PET/IEP)	6	3	7	3	379	3	6	3	7	3	380	3	6	3	7	3	425	3
LEP	1	0	1	0	166	1	1	0	1	0	169	1	1	0	1	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	41	15	42	15	2349	16	42	15	43	16	2347	16	41	15	42	15	2288	15
Identified disability (PET/IEP)	41	100	42	100	1877	80	41	98	42	98	1862	79	41	100	42	100	1824	80
LEP	1	2	1	2	158	7	1	2	1	2	167	7	1	2	1	2	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	1	2	1	2	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	1	0	1	0	178	1	1	0	1	0	182	1	1	0	1	0	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	3	1	3	1	113	1	3	1	3	1	117	1	3	1	3	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	17	6	17	6	2407	16
	2007-2008	43	18	43	18	3428	23
	2008-2009	37	14	37	14	2857	20
	Cum. Total*	97	12	97	12	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	147	54	147	54	7494	49
	2007-2008	132	55	132	55	7179	48
	2008-2009	139	52	139	51	7431	51
	Cum. Total*	418	53	418	53	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	71	26	71	26	3628	24
	2007-2008	38	16	38	16	2706	18
	2008-2009	62	23	62	23	2979	21
	Cum. Total*	171	22	171	22	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	39	14	39	14	1810	12
	2007-2008	27	11	28	12	1611	11
	2008-2009	31	12	33	12	1214	8
	Cum. Total*	97	12	100	13	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.8	60.4	33.6	60.0	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.6	58.0	11.5	57.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.2	61.7	22.1	61.4	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	269	37	14	139	52	62	23	31	12	847	271	14	51	23	12	847	14481	20	51	21	8	850
Ethnicity																						
African American/Black	2										2						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	5	4	80	0	0	1	20	0	0	861	5	80	0	20	0	861	231	28	43	19	10	851
Hispanic	5	1	20	3	60	0	0	1	20	844	5	20	60	0	20	844	186	17	48	23	12	847
Caucasian/White	257	32	12	135	53	60	23	30	12	847	259	12	52	23	12	847	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	47	1	2	7	15	18	38	21	45	832	49	2	14	37	47	831	2256	2	25	40	34	834
No	222	36	16	132	59	44	20	10	5	850	222	16	59	20	5	850	12225	23	56	17	4	853
Current LEP																						
Yes	2										2						324	5	34	36	26	838
No	267	36	13	139	52	61	23	31	12	847	269	13	52	23	12	847	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	82	3	4	40	49	21	26	18	22	841	83	4	48	25	23	841	5277	10	46	29	15	844
No	187	34	18	99	53	41	22	13	7	850	188	18	53	22	7	849	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	269	37	14	139	52	62	23	31	12	847	271	14	51	23	12	847	14476	20	51	21	8	850
Gender																						
Female	137	19	14	82	60	22	16	14	10	849	138	14	59	16	11	849	7074	25	51	18	6	852
Male	132	18	14	57	43	40	30	17	13	845	133	14	43	30	14	845	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	1	13	5	63	2	25	0	0	845	8	13	63	25	0	845	857	9	43	35	14	843
No	261	36	14	134	51	60	23	31	12	847	263	14	51	23	13	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	269	37	14	139	52	62	23	31	12	847	271	14	51	23	12	847	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	3	8	15	42	8	22	10	28	842	14	8	41	22	30	841	8	8	39	29	24	841
B. less than one hour	71	29	15	104	54	43	23	15	8	849	71	15	54	23	8	849	51	17	53	22	8	849
C. one to two hours	12	5	15	18	55	8	24	2	6	849	13	15	53	24	9	848	36	24	52	18	5	852
D. more than two hours	3	0	0	2	25	3	38	3	38	833	3	0	25	38	38	833	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	19	22	52	61	10	12	4	5	852	32	22	60	12	6	852	31	35	50	11	4	856
B. good	46	16	13	59	47	35	28	15	12	847	46	13	47	28	13	846	47	16	55	21	7	849
C. fair	18	2	4	22	45	14	29	11	22	841	18	4	45	29	22	841	18	5	47	33	15	842
D. poor	4	0	0	6	60	3	30	1	10	840	4	0	60	30	10	840	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	15	19	43	55	16	21	4	5	850	29	19	55	21	5	850	32	27	54	14	5	853
B. They match some of what I have learned.	53	17	12	77	54	32	23	16	11	847	53	12	54	22	12	847	52	18	53	22	8	850
C. They match just a little of what I have learned.	15	4	10	16	40	11	28	9	23	842	15	10	40	28	23	842	12	11	45	29	15	844
D. There is no match.	3	1	11	3	33	3	33	2	22	841	4	10	30	30	30	838	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	14	2	5	13	35	12	32	10	27	841	14	5	35	32	27	841	15	13	42	28	17	844
B. about the same as my regular schoolwork	61	25	15	91	56	34	21	12	7	849	61	15	56	21	8	848	64	19	53	20	7	850
C. easier than my regular schoolwork	25	10	15	35	51	15	22	8	12	848	26	14	51	22	13	848	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	8	33	7	29	9	38	834	9	0	33	29	38	834	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	50	10	8	68	52	36	28	16	12	844	50	8	52	27	14	844	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	41	25	24	60	57	17	16	4	4	853	40	24	57	16	4	853	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	44	16	14	58	50	27	23	14	12	847	44	14	50	23	13	847	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	48	18	14	75	59	24	19	11	9	849	48	14	59	19	9	849	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	8	3	14	5	24	7	33	6	29	839	8	14	23	32	32	838	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	17	5	11	25	56	9	20	6	13	847	17	11	54	20	15	846	19	26	53	15	6	853
B. 20 minutes to an hour	38	23	22	48	47	24	23	8	8	850	38	22	47	23	8	850	40	25	52	17	6	852
C. less than 20 minutes	13	5	15	17	50	7	21	5	15	848	13	15	50	21	15	848	15	18	51	21	10	849
D. I rarely read at home.	32	4	5	49	57	21	24	12	14	844	32	5	56	24	15	844	26	7	50	30	13	844
How do you feel about the following statement? "My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	35	22	24	41	44	18	19	12	13	849	35	23	44	19	14	849	42	27	51	15	6	853
B. agree	50	13	10	78	59	29	22	12	9	848	50	10	59	22	10	848	50	15	53	23	9	848
C. disagree	12	2	6	17	55	9	29	3	10	845	12	6	55	29	10	845	7	8	46	32	14	843
D. strongly disagree	4	0	0	3	30	4	40	3	30	834	4	0	30	40	30	834	2	6	39	35	21	840
Optional school/SAU question																						
A.	41	0	0	1	14	2	29	4	57	830	39	0	14	29	57	830						
B.	24	0	0	2	50	1	25	1	25	840	22	0	50	25	25	840						
C.	6	0	0	0	0	1	100	0	0	840	11	0	0	50	50	828						
D.	29	1	20	1	20	1	20	2	40	844	28	20	20	20	40	844						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	31	11	31	11	1952	13
	2007-2008	30	13	30	12	1657	11
	2008-2009	40	15	40	15	2116	15
	Cum. Total*	101	13	101	13	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	136	50	136	50	5870	38
	2007-2008	112	47	112	46	5956	40
	2008-2009	106	39	106	39	5443	38
	Cum. Total*	354	45	354	45	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	67	24	67	24	3982	26
	2007-2008	56	23	57	24	3729	25
	2008-2009	58	22	58	21	3556	25
	Cum. Total*	181	23	182	23	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	40	15	40	15	3534	23
	2007-2008	42	18	42	17	3579	24
	2008-2009	65	24	67	25	3356	23
	Cum. Total*	147	19	149	19	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	28.8	51.4	28.6	51.1	28.6	51.1
A. Number	8	14	3.9	48.8	3.9	48.8	3.7	46.3
B. Data	16	29	8.8	55.0	8.8	55.0	8.9	55.6
C. Geometry	12	21	5.5	45.8	5.4	45.0	5.0	41.7
D. Algebra	20	36	10.6	53.0	10.5	52.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 60
 School: Noble Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	269	40	15	106	39	58	22	65	24	843	271	15	39	21	25	842	14471	15	38	25	23	843
Ethnicity																						
African American/Black	2										2						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	5	1	20	3	60	0	0	1	20	852	5	20	60	0	20	852	233	27	33	20	21	847
Hispanic	5	1	20	2	40	1	20	1	20	840	5	20	40	20	20	840	190	8	31	26	34	836
Caucasian/White	257	38	15	100	39	57	22	62	24	843	259	15	39	22	25	842	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	47	1	2	5	11	7	15	34	72	823	49	2	10	14	73	822	2242	2	12	22	63	824
No	222	39	18	101	45	51	23	31	14	847	222	18	45	23	14	847	12229	17	42	25	16	846
Current LEP																						
Yes	2										2						336	6	18	26	51	829
No	267	39	15	106	40	58	22	64	24	843	269	14	39	22	25	842	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	82	5	6	26	32	22	27	29	35	835	83	6	31	27	36	835	5270	6	30	28	36	835
No	187	35	19	80	43	36	19	36	19	846	188	19	43	19	20	846	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	269	40	15	106	39	58	22	65	24	843	271	15	39	21	25	842	14466	15	38	25	23	843
Gender																						
Female	137	17	12	58	42	29	21	33	24	843	138	12	42	21	25	842	7070	15	39	25	22	843
Male	132	23	17	48	36	29	22	32	24	843	133	17	36	22	25	843	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	1	13	4	50	3	38	835	8	0	13	50	38	835	857	5	25	33	37	835
No	261	40	15	105	40	54	21	62	24	843	263	15	40	21	24	843	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	269	40	15	106	39	58	22	65	24	843	271	15	39	21	25	842	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	3	8	9	25	8	22	16	44	834	14	8	24	22	46	833	8	8	24	24	44	833
B. less than one hour	71	34	18	81	42	38	20	38	20	845	71	18	42	20	20	845	51	12	38	26	23	842
C. one to two hours	12	2	6	16	48	9	27	6	18	842	13	6	47	26	21	841	36	19	40	23	19	845
D. more than two hours	3	1	13	0	0	3	38	4	50	830	3	13	0	38	50	830	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	29	35	40	48	9	11	6	7	855	32	34	47	11	8	855	28	33	41	15	11	852
B. good	42	10	9	51	46	26	24	23	21	842	42	9	46	24	21	842	45	11	43	25	21	842
C. fair	20	1	2	10	19	19	36	23	43	830	21	2	19	35	44	830	21	3	27	35	35	834
D. poor	5	0	0	1	7	3	21	10	71	826	5	0	7	21	71	826	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	15	19	39	48	15	19	12	15	848	30	19	48	19	15	848	28	23	41	21	15	848
B. They match some of what I have learned.	50	18	13	59	44	28	21	29	22	842	50	13	43	21	23	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	16	7	16	7	16	13	30	16	37	839	16	16	16	30	37	839	16	8	28	30	34	836
D. There is no match.	4	0	0	0	0	2	20	8	80	821	4	0	0	20	80	821	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	21	0	0	19	34	16	29	21	38	834	22	0	33	28	39	833	32	6	34	29	32	837
B. about the same as my regular schoolwork	55	16	11	64	45	31	22	32	22	842	54	11	45	22	22	842	52	13	41	25	20	843
C. easier than my regular schoolwork	24	23	37	21	34	8	13	10	16	852	24	37	33	13	17	851	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	39	11	11	40	38	24	23	29	28	841	39	10	38	23	29	840	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	50	25	19	59	44	26	20	23	17	846	50	19	44	19	18	846	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	10	3	11	6	22	7	26	11	41	835	10	11	22	26	41	835	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	28	8	11	33	43	20	26	15	20	843	29	10	42	26	22	842	34	18	40	22	20	845
B. two or three days a week	42	14	13	47	42	25	22	26	23	842	41	13	42	22	23	842	35	14	38	26	21	843
C. two or three times each month	18	10	20	20	41	9	18	10	20	846	18	20	41	18	20	846	18	12	37	27	24	841
D. never or almost never	12	8	25	6	19	4	13	14	44	839	12	25	19	13	44	839	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	5	3	21	3	21	4	29	4	29	841	5	21	21	29	29	841	9	13	38	23	26	841
B. two or three days a week	25	4	6	34	50	15	22	15	22	842	25	6	50	22	22	842	17	11	37	26	26	841
C. two or three times each month	43	22	19	45	39	24	21	24	21	846	42	19	39	21	21	846	28	15	40	25	20	844
D. never or almost never	27	11	15	24	33	15	21	22	31	839	27	15	32	20	32	839	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	48	24	19	58	45	21	16	26	20	847	48	19	45	16	20	847	52	19	41	22	18	846
B. agree	39	14	13	39	37	28	27	24	23	841	39	13	37	26	24	840	39	11	35	27	27	840
C. disagree	10	1	4	9	35	7	27	9	35	837	10	4	33	26	37	837	6	7	28	26	39	835
D. strongly disagree	3	1	11	0	0	2	22	6	67	827	3	11	0	22	67	827	3	4	25	28	43	832
Optional school/SAU question																						
A.	41	0	0	1	14	1	14	5	71	825	39	0	14	14	71	825						
B.	24	1	25	0	0	0	0	3	75	825	22	25	0	0	75	825						
C.	6	0	0	0	0	1	100	0	0	834	11	0	0	50	50	826						
D.	29	1	20	0	0	1	20	3	60	832	28	20	0	20	60	832						

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	41	15	41	15	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	127	47	127	47	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	64	24	64	24	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	37	14	39	14	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	31.9	57.0	31.7	56.6	32.0	57.1
D. The Physical Setting	31	55	16.8	54.2	16.7	53.9	17.1	55.2
D1/D2 Earth/Space	17	30	9.3	54.7	9.2	54.1	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.5	53.6	7.5	53.6	7.7	55.0
E. The Living Environment	25	45	15.0	60.0	14.9	59.6	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution



SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 60
 School: Noble Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	269	41	15	127	47	64	24	37	14	846	271	15	47	24	14	845	14263	15	47	26	12	846
Ethnicity																						
African American/Black	2										2						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	5	2	40	2	40	1	20	0	0	859	5	40	40	20	0	859	230	20	44	23	13	848
Hispanic	5	1	20	3	60	0	0	1	20	846	5	20	60	0	20	846	184	9	45	29	16	842
Caucasian/White	257	37	14	122	47	62	24	36	14	845	259	14	47	24	15	845	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	47	2	4	9	19	18	38	18	38	831	49	4	18	37	41	830	2221	3	22	36	38	832
No	222	39	18	118	53	46	21	19	9	849	222	18	53	21	9	849	12042	17	51	24	7	848
Current LEP																						
Yes	2										2						331	4	20	39	37	832
No	267	40	15	127	48	63	24	37	14	845	269	15	47	23	14	845	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	82	7	9	32	39	27	33	16	20	840	83	8	39	33	20	839	5184	6	40	33	21	840
No	187	34	18	95	51	37	20	21	11	848	188	18	51	20	12	848	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	269	41	15	127	47	64	24	37	14	846	271	15	47	24	14	845	14258	15	47	26	12	846
Gender																						
Female	137	15	11	70	51	33	24	19	14	845	138	11	51	24	14	844	6953	14	47	28	11	846
Male	132	26	20	57	43	31	23	18	14	846	133	20	43	23	14	846	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	2	25	2	25	4	50	835	8	0	25	25	50	835	828	5	35	40	20	839
No	261	41	16	125	48	62	24	33	13	846	263	16	48	24	13	846	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	269	41	15	127	47	64	24	37	14	846	271	15	47	24	14	845	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 60
School: Noble Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	13	5	14	12	33	9	25	10	28	841	14	14	32	24	30	840	8	8	34	28	30	837
B. less than one hour	71	31	16	96	50	45	24	19	10	847	71	16	50	24	10	847	51	14	48	27	11	846
C. one to two hours	12	5	15	17	52	8	24	3	9	845	13	15	50	24	12	844	36	19	48	24	9	848
D. more than two hours	3	0	0	2	25	2	25	4	50	829	3	0	25	25	50	829	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	21	13	24	26	47	10	18	6	11	849	21	23	46	18	13	849	23	27	47	17	8	851
B. good	46	23	19	59	48	28	23	13	11	847	46	19	48	23	11	847	53	15	50	26	10	847
C. fair	29	4	5	39	50	23	29	12	15	842	29	5	49	29	16	841	20	4	43	35	18	840
D. poor	4	1	8	3	25	2	17	6	50	832	4	8	25	17	50	832	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	32	14	16	40	46	21	24	12	14	846	32	16	46	24	14	846	26	20	49	23	9	849
B. They match some of what I have learned.	49	22	17	72	55	26	20	12	9	848	50	16	54	19	10	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	14	3	8	13	35	13	35	8	22	841	14	8	35	35	22	841	18	13	44	28	15	844
D. There is no match.	4	2	17	2	17	3	25	5	42	835	4	17	17	25	42	835	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	24	4	6	28	45	21	34	9	15	842	23	6	45	34	15	842	32	13	45	28	14	844
B. about the same as my regular schoolwork	62	27	17	87	54	31	19	17	10	848	61	17	54	19	10	848	56	15	49	25	11	847
C. easier than my regular schoolwork	15	10	26	10	26	10	26	8	21	844	15	25	25	25	25	842	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	13	13	52	52	20	20	15	15	845	40	13	51	20	16	845	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	53	24	18	69	52	31	23	9	7	848	52	18	52	23	7	848	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	8	3	16	4	21	6	32	6	32	839	8	15	20	30	35	837	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	26	10	14	32	46	14	20	13	19	844	26	14	46	20	20	843	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	24	12	18	31	48	12	18	10	15	847	24	18	48	18	15	847	23	17	49	22	12	847
C. the course(s) described in B, plus physics	20	15	28	26	49	10	19	2	4	853	20	28	49	19	4	853	21	31	44	17	7	852
D. a life science and physical science class	30	4	5	38	48	25	32	12	15	842	30	5	48	31	16	841	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	24	17	27	31	49	11	17	4	6	852	24	27	48	17	8	851	27	23	47	20	10	849
B. agree	38	19	19	45	44	22	22	16	16	846	38	19	44	22	16	846	37	14	47	27	12	846
C. disagree	25	3	4	37	54	22	32	6	9	844	26	4	54	32	10	843	25	11	48	29	12	845
D. strongly disagree	13	2	6	13	37	9	26	11	31	837	13	6	37	26	31	837	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	24	18	28	27	42	14	22	6	9	850	24	27	41	21	11	849	31	22	46	22	10	849
B. agree	51	18	13	72	52	33	24	15	11	846	51	13	52	24	12	845	50	14	49	26	11	846
C. disagree	18	5	11	19	40	13	28	10	21	843	17	11	40	28	21	843	14	9	45	31	15	843
D. strongly disagree	7	0	0	8	44	4	22	6	33	836	7	0	44	22	33	836	5	3	38	34	25	837
Optional school/SAU question																						
A.	41	0	0	1	14	1	14	5	71	825	39	0	14	14	71	825						
B.	24	0	0	2	50	0	0	2	50	835	22	0	50	0	50	835						
C.	6	0	0	1	100	0	0	0	0	844	11	0	50	0	50	822						
D.	29	1	20	1	20	2	40	1	20	844	28	20	20	40	20	844						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number